

# Years 9 and 10 standard elaborations — Australian Curriculum: Indonesian

## Prep to Year 10 sequence

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### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep\* and Year 7, and SEs are provided for the two sets of achievement standards:

- Prep to Year 10 sequence
- Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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\* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.



By the end of Year 10, students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds *ngg* and *ng*, as well as *sy* (for example, *masyarakat*) and *kh* (for example, *akhir*) (AS1), and use stress to create fluency in sentences. Students use and respond to open-ended questions such as *Berapa lama? Dulu, apakah..., Kapan Anda...? Yang mana? Sudah pernah?* (AS2) and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and gist from a range of texts. Students create a range of personal, informative and imaginative texts with some evidence of self-correction strategies. They include time markers such as *Pada suatu hari, Keesokan harinya, Kemudian*, and conjunctions such as *namun, supaya, karena itu* (AS4), to extend meanings such as in stories, comics, and written and oral reports (AS4). Students use *yang* to expand descriptions and ideas, and incorporate some object-focus construction to vary expression. They express opinions such as using *Dari pihak saya*, make comparisons such as using *dibandingkan dengan* (AS5), and incorporate emotions and humour. Students describe possibilities using terms such as *kalau-kalau* and *andaikata*, and express aspirations such as using *Pada masa depan, mudah-mudahan, saya berharap* (AS6). They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students state reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments to their language use.

Students know that spoken and written Indonesian vary, identifying informal usage such as *nggak* and *aja*, exclamations such as *kok* and *dong*, and the dropping of prefixes, for example, *Dia (mem) beli mobil baru* (AS7). They show awareness of contractions (for example, *ortu, angkot*), acronyms such as *SMU* and *hp*, and abbreviations such as texting language (for example, *jln, sekolah* and *mkn*) (AS8). Students use metalanguage to discuss possessive and noun–adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. They know that language is used to create particular effects and influence others, such as through the use of imperatives and rhetorical devices (AS9). Students know that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They explain aspects of Indonesian language and culture, including concepts of diversity and *nasib* (AS10), and the importance of language, religion and ethnicity as identity markers. Students make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.

<b>Key</b>	AS1, ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Indonesian for Foundation–10</i> , <a href="http://www.australiancurriculum.edu.au/f-10-curriculum/languages/indonesian">www.australiancurriculum.edu.au/f-10-curriculum/languages/indonesian</a>

# Years 9 and 10 Indonesian standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Communicating</b>	<b>purposeful</b> use of Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes	<b>effective</b> use of Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes	use of Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes	<b>limited</b> use of Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes	<b>directed</b> use of Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes
	<b>proficient:</b> <ul style="list-style-type: none"> <li>pronunciation of <i>ngg, ng, sy</i> and <i>kh</i></li> <li>use of stress to create fluency in sentences</li> </ul>	<b>effective:</b> <ul style="list-style-type: none"> <li>pronunciation of <i>ngg, ng, sy</i> and <i>kh</i></li> <li>use of stress to create fluency in sentences</li> </ul>	<ul style="list-style-type: none"> <li>appropriate pronunciation of <i>ngg, ng, sy</i> and <i>kh</i> (AS1)</li> <li>use of stress to create fluency in sentences</li> </ul>	<b>guided:</b> <ul style="list-style-type: none"> <li>use of appropriate pronunciation of <i>ngg, ng, sy</i> and <i>kh</i></li> <li>use of stress to create fluency in sentences</li> </ul>	<b>directed:</b> <ul style="list-style-type: none"> <li>use of appropriate pronunciation of <i>ngg, ng, sy</i> and <i>kh</i></li> <li>use of stress to create fluency in sentences</li> </ul>
	<b>confident:</b> <ul style="list-style-type: none"> <li>use of and responses to open-ended questions</li> <li>use of strategies for initiating, sustaining and concluding oral and written exchanges</li> </ul>	<b>effective:</b> <ul style="list-style-type: none"> <li>use of and responses to open-ended questions</li> <li>use of strategies for initiating, sustaining and concluding oral and written exchanges</li> </ul>	<ul style="list-style-type: none"> <li>use and responses to open-ended questions (AS2)</li> <li>use of strategies for initiating, sustaining and concluding oral and written exchanges</li> </ul>	<b>limited:</b> <ul style="list-style-type: none"> <li>use of and responses to open-ended questions</li> <li>use of strategies for initiating, sustaining and concluding oral and written exchanges</li> </ul>	<b>directed:</b> <ul style="list-style-type: none"> <li>use of and responses to open-ended questions</li> <li>use of strategies for initiating, sustaining and concluding oral and written exchanges</li> </ul>
	<b>discerning</b> location, synthesis and evaluation of specific details and gist from a range of texts	<b>informed</b> location, synthesis and evaluation of specific details and gist from a range of texts	location, synthesis and evaluation of specific details and gist from a range of texts	<b>guided</b> location, synthesis and evaluation of specific details and gist from a range of texts	<b>directed</b> location, synthesis and evaluation of specific details and gist from a range of texts
	<ul style="list-style-type: none"> <li><b>purposeful</b> creation of a range of personal, informative and imaginative texts</li> <li><b>comprehensive</b> evidence of self-correction strategies</li> </ul>	<ul style="list-style-type: none"> <li><b>effective</b> creation of a range of personal, informative and imaginative texts</li> <li><b>informed</b> evidence of self-correction strategies</li> </ul>	<ul style="list-style-type: none"> <li>creation of a range of personal, informative and imaginative texts</li> <li>evidence of self-correction strategies</li> </ul>	<b>limited:</b> <ul style="list-style-type: none"> <li>creation of a range of personal, informative and imaginative texts</li> <li>evidence of self-correction strategies</li> </ul>	<ul style="list-style-type: none"> <li><b>directed</b> creation of a range of personal, informative and imaginative texts</li> <li><b>fragmented</b> evidence of self-correction strategies</li> </ul>

	A	B	C	D	E
Communicating	<b>discerning</b> inclusion of time markers and conjunctions to extend meanings	<b>effective</b> inclusion of time markers and conjunctions to extend meanings	inclusion of time markers and conjunctions to extend meanings (AS3)	<b>limited</b> inclusion of time markers and conjunctions to extend meanings	<b>directed</b> inclusion of time markers and conjunctions to extend meanings
	<b>purposeful:</b> <ul style="list-style-type: none"> <li>• use of <i>yang</i> to expand descriptions and ideas</li> <li>• incorporation of some object-focus construction to vary expression</li> </ul>	<b>effective:</b> <ul style="list-style-type: none"> <li>• use of <i>yang</i> to expand descriptions and ideas</li> <li>• incorporation of some object-focus construction to vary expression</li> </ul>	<ul style="list-style-type: none"> <li>• use of <i>yang</i> to expand descriptions and ideas</li> <li>• incorporation of some object-focus construction to vary expression</li> </ul>	<ul style="list-style-type: none"> <li>• <b>guided</b> use of <i>yang</i> to expand descriptions and ideas</li> <li>• <b>limited</b> incorporation of some object-focus construction to vary expression</li> </ul>	<ul style="list-style-type: none"> <li>• <b>directed</b> use of <i>yang</i> to expand descriptions and ideas</li> <li>• <b>fragmented</b> incorporation of some object-focus construction to vary expression</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>discerning</b> expression of opinions</li> <li>• <b>purposeful</b> making of comparisons</li> <li>• <b>purposeful</b> incorporation of emotions and humour</li> </ul>	<b>effective:</b> <ul style="list-style-type: none"> <li>• expression of opinions</li> <li>• making of comparisons</li> <li>• incorporation of emotions and humour</li> </ul>	<ul style="list-style-type: none"> <li>• expression of opinions</li> <li>• making of comparisons</li> <li>• incorporation of emotions and humour (AS4)</li> </ul>	<b>limited:</b> <ul style="list-style-type: none"> <li>• expression of opinions</li> <li>• making of comparisons</li> <li>• incorporation of emotions and humour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>directed</b> expression of opinions</li> <li>• <b>directed</b> making of comparisons</li> <li>• <b>fragmented</b> incorporation of emotions and humour</li> </ul>
	<b>purposeful:</b> <ul style="list-style-type: none"> <li>• description of possibilities</li> <li>• expression of aspirations</li> </ul>	<b>effective:</b> <ul style="list-style-type: none"> <li>• description of possibilities</li> <li>• expression of aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• description of possibilities</li> <li>• expression of aspirations (AS5)</li> </ul>	<b>guided:</b> <ul style="list-style-type: none"> <li>• description of possibilities</li> <li>• expression of aspirations</li> </ul>	<b>directed:</b> <ul style="list-style-type: none"> <li>• description of possibilities</li> <li>• expression of aspirations</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>discerning</b> translation of texts and creation of bilingual texts, relying on textual features, patterns and grammatical knowledge</li> <li>• <b>purposeful</b> comments on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> translation of texts and creation of bilingual texts, relying on textual features, patterns and grammatical knowledge</li> <li>• <b>informed</b> comments on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms</li> </ul>	<ul style="list-style-type: none"> <li>• translation of texts and creation of bilingual texts, relying on textual features, patterns and grammatical knowledge</li> <li>• comments on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>guided</b> translation of texts and creation of bilingual texts, relying on textual features, patterns and grammatical knowledge</li> <li>• <b>guided</b> comments on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>directed</b> translation of texts and creation of bilingual texts, relying on textual features, patterns and grammatical knowledge</li> <li>• <b>fragmented</b> comments on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms</li> </ul>

	A	B	C	D	E
Communicating	<p><b>purposeful:</b></p> <ul style="list-style-type: none"> <li>stating of reactions to intercultural experiences</li> <li>discussion about assumptions, interpretations, and any adjustments to language use</li> </ul>	<ul style="list-style-type: none"> <li><b>informed</b> stating of reactions to intercultural experiences</li> <li><b>effective</b> discussion about assumptions, interpretations, and any adjustments to language use</li> </ul>	<ul style="list-style-type: none"> <li>stating of reactions to intercultural experiences</li> <li>discussion about assumptions, interpretations, and any adjustments to language use</li> </ul>	<ul style="list-style-type: none"> <li><b>partial</b> stating of reactions to intercultural experiences</li> <li><b>limited</b> discussion about assumptions, interpretations, and any adjustments to language use</li> </ul>	<p><b>fragmented:</b></p> <ul style="list-style-type: none"> <li>stating of reactions to intercultural experiences</li> <li>discussion about assumptions, interpretations, and any adjustments to language use</li> </ul>
Understanding	<ul style="list-style-type: none"> <li><b>comprehensive</b> knowledge that spoken and written Indonesian vary</li> <li><b>purposeful</b> identification of informal usage, exclamations and the dropping of prefixes</li> </ul>	<p><b>effective:</b></p> <ul style="list-style-type: none"> <li>knowledge that spoken and written Indonesian vary</li> <li>identification of informal usage, exclamations and the dropping of prefixes</li> </ul>	<ul style="list-style-type: none"> <li>knowledge that spoken and written Indonesian vary</li> <li>identification of informal usage, exclamations and the dropping of prefixes (AS6)</li> </ul>	<ul style="list-style-type: none"> <li><b>limited</b> knowledge that spoken and written Indonesian vary</li> <li><b>guided</b> identification of informal usage, exclamations and the dropping of prefixes</li> </ul>	<ul style="list-style-type: none"> <li><b>fragmented</b> knowledge that spoken and written Indonesian vary</li> <li><b>directed</b> identification of informal usage, exclamations and the dropping of prefixes</li> </ul>
	<p>showing <b>discerning</b> awareness of:</p> <ul style="list-style-type: none"> <li>contractions</li> <li>acronyms</li> <li>abbreviations</li> </ul>	<p>showing <b>informed</b> awareness of:</p> <ul style="list-style-type: none"> <li>contractions</li> <li>acronyms</li> <li>abbreviations</li> </ul>	<p>showing awareness of:</p> <ul style="list-style-type: none"> <li>contractions</li> <li>acronyms</li> <li>abbreviations (AS7)</li> </ul>	<p>showing <b>limited</b> awareness of:</p> <ul style="list-style-type: none"> <li>contractions</li> <li>acronyms</li> <li>abbreviations</li> </ul>	<p>showing <b>fragmented</b> awareness of:</p> <ul style="list-style-type: none"> <li>contractions</li> <li>acronyms</li> <li>abbreviations</li> </ul>
	<ul style="list-style-type: none"> <li><b>purposeful</b> use of metalanguage to discuss possessive and noun–adjective word order</li> <li><b>comprehensive</b> knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries</li> </ul>	<ul style="list-style-type: none"> <li><b>effective</b> use of metalanguage to discuss possessive and noun–adjective word order</li> <li><b>informed</b> knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>use of metalanguage to discuss possessive and noun–adjective word order</li> <li>knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries</li> </ul>	<ul style="list-style-type: none"> <li><b>guided</b> use of metalanguage to discuss possessive and noun–adjective word order</li> <li><b>limited</b> knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries</li> </ul>	<ul style="list-style-type: none"> <li><b>directed</b> use of metalanguage to discuss possessive and noun–adjective word order</li> <li><b>fragmented</b> knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries</li> </ul>

	A	B	C	D	E
Understanding	<b>comprehensive</b> knowledge that language is used to create particular effects and influence others such as through the use of imperatives and rhetorical devices	<b>informed</b> knowledge that language is used to create particular effects and influence others such as through the use of imperatives and rhetorical devices	knowledge that language is used to create particular effects and influence others such as through the use of imperatives and rhetorical devices (AS8)	<b>limited</b> knowledge that language is used to create particular effects and influence others such as through the use of imperatives and rhetorical devices	<b>fragmented</b> knowledge that language is used to create particular effects and influence others such as through the use of imperatives and rhetorical devices
	<b>comprehensive</b> knowledge that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages	<b>informed</b> knowledge that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages	knowledge that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages	<b>limited</b> knowledge that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages	<b>fragmented</b> knowledge that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages
	<b>purposeful</b> explanation of aspects of Indonesian language and culture, including: <ul style="list-style-type: none"> <li>• concepts of diversity and <i>nasib</i></li> <li>• importance of language, religion and ethnicity as identity markers</li> </ul>	<b>effective</b> explanation of aspects of Indonesian language and culture, including: <ul style="list-style-type: none"> <li>• concepts of diversity and <i>nasib</i></li> <li>• importance of language, religion and ethnicity as identity markers</li> </ul>	explanation of aspects of Indonesian language and culture, including: <ul style="list-style-type: none"> <li>• concepts of diversity and <i>nasib</i> (AS10)</li> <li>• importance of language, religion and ethnicity as identity markers (AS9)</li> </ul>	<b>limited</b> explanation of aspects of Indonesian language and culture, including: <ul style="list-style-type: none"> <li>• concepts of diversity and <i>nasib</i></li> <li>• importance of language, religion and ethnicity as identity markers</li> </ul>	<b>directed</b> explanation of aspects of Indonesian language and culture, including: <ul style="list-style-type: none"> <li>• concepts of diversity and <i>nasib</i></li> <li>• importance of language, religion and ethnicity as identity markers</li> </ul>
	<b>purposeful</b> making of connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use	<b>informed</b> making of connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use	making of connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use	<b>limited</b> making of connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use	<b>directed</b> making of connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use

**Key** shading emphasises the qualities that discriminate between the A–E descriptors; (AS1), (ASx) is a cross-reference to an example in the achievement standard

# Notes

## Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
<b>understanding</b>	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Years 9 and 10 Indonesian SEs

These terms clarify the descriptors in the Years 9 and 10 Indonesian SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accuracy; accurate; accurately</b>	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>communicating</b>	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none"><li>• listening and speaking in relation to relevant domains of language use and text types</li><li>• reading and writing in relation to relevant domains of language use and text types</li><li>• communicating strategies</li><li>• translating and interpreting</li><li>• reflecting on intercultural language use;</li></ul> students demonstrate <i>communicating</i> by: <ul style="list-style-type: none"><li>• describing the performance in the target language, both oral and written</li><li>• showing evidence of written and spoken German to communicate with teachers, peers and others in a range of settings and for a range of purposes</li></ul>
<b>compare</b>	estimate, measure or note how things are similar or dissimilar
<b>confident</b>	having strong belief or full assurance; sure; in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: <ul style="list-style-type: none"><li>• elaborate or explain the decisions made in response to the assessment provided</li><li>• manipulate the language when translating to maintain the intent of the target language</li></ul>

Term	Description
<b>considered</b>	thought about deliberately with a purpose; in Languages, <i>considered</i> responses mean students demonstrate a <b>confident</b> understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
<b>create</b>	putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing; creating requires users to put parts together in a new way or synthesise parts into a new or different form or product
<b>culture</b>	a framework in which things come to be seen as having meaning; it involves the lens through which: <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity</li> </ul>
<b>description; describe</b>	give an account of characteristics or features
<b>discuss</b>	to talk or write about a topic, taking into account different issues or ideas
<b>effective; effectively</b>	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> <li>• effective use of a range of vocabulary and grammar</li> <li>• the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted</li> <li>• subtleties may be overlooked</li> <li>• cultural meanings are evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>effective usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>elements</b>	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning; in Languages, <i>elements</i> refers to a single word or <b>fragmented</b> group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
<b>evaluate</b>	examine and judge the merit or significance of something
<b>explain; explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>fluent</b>	able to speak, write, translate and interpret <b>readily</b>
<b>fragmented</b>	disjointed or isolated
<b>identification; identify</b>	to establish or indicate who or what someone or something is



Term	Description
<b>informed</b>	<p>having relevant knowledge; being conversant with the topic;</p> <p>in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> <li>• a range of vocabulary and grammar used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties may be overlooked</li> <li>• cultural meaning is evident in responses but may not be fully developed;</li> </ul> <p>students demonstrate <i>informed usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>metalanguage</b>	<p>a vocabulary used to discuss language conventions and use, e.g. language used to talk about:</p> <ul style="list-style-type: none"> <li>• grammatical terms, such as sentence, clause, conjunction</li> <li>• the social and cultural nature of language, such as face, reciprocating, register</li> </ul>
<b>partial</b>	incomplete, half-done, unfinished
<b>predict</b>	suggest what might happen in the future or as a consequence of something
<b>purposeful; purposefully</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
<b>responses; respond</b>	to react to a person or text
<b>synthesise</b>	combine elements (information/ideas) into a coherent whole
<b>text</b>	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><i>text forms</i> and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;</p> <p><i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media</p>
<b>translation</b>	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
<b>use; using</b>	to operate or put into effect